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ABSTRACT

Suggesting that reading teachers can use children's literature as a vehicle for teaching values, this paper presents an annotated bibliography of children's literature and lesson plans that can help teach the values of honesty, respect, responsibility, compassion, self-discipline, perseverance, and giving. After a brief description of the values, the paper presents a 51-item annotated bibliography of children's literature (big books, chapter books, or picture books) published between 1940 and 1993 categorized by the value taught. Two versions of a directed reading/singing lesson (one for younger children, the other for older children) based on R. Munsch's "Love You Forever"; and a lesson plan on J. Steptoe's "Mufaro's Beautiful Daughters" are attached. Contains nine references. (RS)

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TEACHING VALUES THROUGH CHILDREN'S LITERATURE

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Introduction

Values, character, and the idea of moral teaching make the news, bestseller lists, and national agendas these days. William Bennett's *Book of Virtues* continues to be a best seller and the Carnegie Foundation included a chapter on "Commitment to Character" in its book *The Basic School: A Community for Learning*. But how shall our voice contribute to the discussion? Teachers, and reading teachers in particular, can use children's literature as a vehicle for entering the conversation. Sutherland (1991) states:

> Essentially, all good literature deals with values. Children who read widely and hear stories read and told cannot help but interact with story characters involved in decision making, in formulating personal values, in learning to empathize with the difficulties of people the world over. We can help children select books that will give them some experience with the valuing process. (p. 30)

Bennett (1993) introduces his collection of stories by saying:

> If we want our children to possess the traits of character we most admire, we need to teach them what those traits are and why they deserve both admiration and allegiance. Children must learn to identify the forms and content of those traits. They must achieve at least a minimum level of moral literacy that will enable them to make sense of what they see in life and, we may hope, help them live it well. (p. 12)

Which values should be discussed and whose list should be used? For the purpose of our presentation, we have chosen those described in Boyer's *The Basic School: A Community for Learning*. These values were not selected because they represent the definitive list, but rather because they are timely and can be applied to a school context. Here is how the selected values are defined in Boyer's book:

> **Honesty.**
>
> Each person carries out his or her responsibilities carefully and with integrity, never claiming credit for someone else's work and being willing to acknowledge wrongdoing. Students and staff share their ideas openly, in a climate of trust, with confidence that what is written and spoken is honestly expressed and that all people are trustworthy.
>
> **Respect.**
>
> Each person responds sensitively to the ideas and needs of others without dismissing or degrading them. Differences among people are celebrated, and all members of the community are able to accept both praise and

constructive suggestions from others. While affirming individual freedom, the rights of the group are also fully honored.

Responsibility.

Each person has a sense of duty to willingly fulfill the tasks he or she has accepted or has been assigned. All work is conscientiously performed. Members of the community feel comfortable asking for help and agree that they must be held accountable for their behavior.

Compassion.

Each person is considerate and caring. There is a recognition that everyone, from time to time, feels hurt, confused, angry, or sad. Instead of ignoring such conditions, people reach out to one another. In the case of conflict, members of the community seek reconciliation and try to understand each other, even forgive.

Self-discipline.

Each person agrees to live within limits, not only the ones mutually agreed upon, but, above all, those established personally. Self-discipline is exercised in relationships with others, especially in the way people speak to one another. Self-discipline also applies to the use of time. At the simplest level, self-control reflects habits of good living.

Perseverance.

Each person is diligent, with the inner strength and determination to pursue well-defined goals. It does matter that a task be completed once begun, and to persevere not only teaches discipline, but brings rewards as well. Each person pushes hard to complete assignments, and all members of the community willingly support others in their work.

Giving

Each person discovers that one of life's greatest satisfactions comes from giving to others, and recognizes that talents should be shared, through service. Rather than waiting to be asked, members of the community look for opportunities to respond positively to the needs of others, without expectation of rewards. (Boyer, 183-185)

Children's Books on Values

The following book titles are meant to be a sampling of those available and not a complete listing of books related to each value.

BB - Big Book
C - Chapter Book
P - Picture Book

Honesty

Andersen, H. (1982). Retold by Anne Rockwell. *The Emperor's New Clothes*. New York: Harper and Row. (Honesty). It takes a young boy to tell the emperor the truth. (P)

Byars, B. (1981). *The Cybil War*. New York: Viking. (Honesty) Tony's dishonesty tries to keep his friend Simon from "getting the girl." (C)

Fox, P. (1984). *One-Eyed Cat*. Bradbury. (Honesty) Ned accidently shoots a cat with a forbidden rifle. He must struggle with telling the truth or compounding a lie. (C)

Ness, E. (1966). *Sam, Bangs, and Moonshine*. New York: Rinehart & Winston. (Honesty) Sam's "imagination" almost has dire consequences. (P)

Respect

Ashley, B. (1993). *Cleversticks*. New York: Crown Publishing, Inc. (Respect) Ling Sung wasn't enjoying his first experience at school because everyone seemed to be able to perform tasks that he could not. But when he picks up two paint brushes and creates chopsticks, he is the only child (or adult) with the ability. (P)

Cherry, L. (1990). *The Great Kapok Tree*. San Diego: A Gulliver Green Book. (Respect/ Responsibility) The Amazon rain forest is set to lose a tree until the man who is to chop down the tree falls asleep and the animals convince him of the tree's importance to all living creatures--now and in the future. (P)

Cooney, B. (1982). *Miss Rumphius*. New York: Trumpet. (Respect/Giving/ Responsibility) Miss Rumphius promises to do three things in her lifetime: travel, live by the sea, and do something to make the world more beautiful. Her commitment shows respect for the environment and responsibility in keeping a promise. (P)

DiSalvo, R. (1991). *Uncle Willie and the Soup Kitchen*. New York: Morrow Junior Books. (Respect/Giving) A young boy accompanies his uncle to the soup kitchen where he works. Compassion and a new-found respect for the patrons as well as respect for his uncle's sense of giving to others are all common themes. (P)

Franklin, K. (1992). *The Old, Old Man and the Very Little Boy*. New York: Atheneum. (Respect/Compassion) Respect for the elderly and self-discovery about the child in most of us are the two featured values in this book about the life cycle. (P)

Friedman, I. (1984). *How My Parents Learned to Eat*. Boston: Houghton Mifflin. (Respect/Compassion) Even reaching a compromise about eating with chopsticks or forks can show respect for another's culture. (P)

Jeffers, S. (1991). *Brother Eagle, Sister Sky*. New York: Dial Books. (Respect/ Responsibility) Chief Seattle's words are recounted in this book that describes the interconnectedness of all parts of the earth. Respect for the earth and responsibility for her care are the major themes. (P)

Knight, Margy B. (1993). *Who Belongs Here*? Gardiner, MI: Tilbury House Publishers. (Respect/Perseverance) In this book about a Cambodian refugee, the author encourages respect for others' perseverance and asks the reader to question his/her ancestors' backgrounds. (P)

Lawrence, J. (1993). *Harriet and the Promised Land*. New York: Simon & Schuster Books for Young Readers. (Respect/ Giving/Perseverance). This book poetically portrays Harriet Tubman's contributions to African-Americans as she helped lead slaves to freedom. (P)

Porte, B. (1993). *Leave that Cricket Be, Alan Lee*. 1993. New York: Greenwillow Books. (Respect/Compassion/Responsibility) Alan Lee is joyful when he captures a cricket. But when the cricket seems to be in distress, he respects the insect's right to freedom and lets it go. (P)

Ringold, F. (1993). *Dinner at Aunt Connie's House*. New York: Hyperion Books for Children. (Respect/Perseverance) The two main characters, Lonnie and Melody, discover Aunt Connie's paintings -- all of great African-American women. The children's obvious respect for their contributions and the children's own self discovery of their future potential are at the heart of this magical book. (P)

Rylant, C. (1992). *Missing May*. (Respect/Perseverance). A young girl's love and respect for her dead aunt and her interactions with her friend and her uncle are at the heart of this book. (C)

Speare, E. (1983). *Sign of the Beaver*. New York: Houghton Mifflin. (Respect/Perseverance/Caring) A boy survives in the wilderness with the help of Native Americans. Their friendship promotes respect and understanding. (C)

Responsibility

Adler, D. (1990). *Picture Book of Helen Keller*. New York: Holiday. (Responsibility/ Caring/Self-discipline/Perseverance) Annie Sullivan's compassion and giving teach Helen Keller responsibility, self-discipline, perseverance and caring. (C)

Cummings, P. (1991). *Clean Your Room, Harvery Moon!* New York: Bradbury. (Responsibility/Honesty) The "voice of doom" tells him to clean up his room. Forgotten treasures make him forget the time and face the consequences. (P)

Hodges, M. (1984). *Saint George and the Dragon*. Boston: Little, Brown and Co. (Responsibility) The Red Cross Knight honors his responsibility to the Fairy Queen by serving her before marrying princess Una. (P)

Seuss, Dr. (1940). *Horton Hatches the Egg*. New York: Random House. (Responsibility/Giving) Mayzie bird needs a break from sitting on her nest. Horton, the elephant, must endure some hardships to stay on the nest when she does not return. (P)

Compassion

Cotton, D. (1989). *Messy Marcy MacIntyre*. Milwaukee: Gareta Stevens Children's Books. (Compassion/Respect) Marcy MacIntyre has poor manners and grooming habits, but one boy shows compassion toward her as he realizes that beneath her messiness is a good person. (P)

Hayes, J. Ed. & Bruchac, J. adapters. (1993). *Coyote and the Butterflies; a Pueblo Indian Tale*. New York: Scholastic. (Compassion/Responsibility/Self-Discipline) Coyote's wife tells lazy Coyote to get some salt. Butterflies decide to play a little trick on the napping coyote, but their mischievousness is tempered by compassion. (P/BB)

Lowry, L. (1989). *Number the Stars*. Boston: Houghton Mifflin. (Compassion) It took courage and compassion for the Johansens to hide the Rosens from the Nazis. They ultimately helped the family escape from Copenhagen to Sweden. (C)

McLerran, A. (1985). *The Mountain That Loved a Bird*. New York: Scholastic. (Compassion/Giving/Respect/Self-discipline) A lonely, barren mountain appreciates a visit from the bird Joy. Because it is the first mountain who has ever cared for her, she makes a promise with amazing results. (P)

Steptoe, J. (1987). *Mufaro's Beautiful Daughters*. New York: Scholastic. (Compassion/Responsibility) The king chooses Nyasha as queen when she demonstrates the true meaning of beauty and compassion. (P)

Walker, B. Ed. (1993). *The Most Beautiful Thing in the World: A folktale from China*. New York, Scholastic: (Compassion) The king tells his three sons the crown will go to the one who brings him the most beautiful thing in the world. The youngest son's generosity wins him the crown. (P/BB)

Self-discipline

Berry, Jo. (1987) *Every Kid's Guide to Handling Feelings*. Chicago: Children's Press. (Self-discipline/Responsibility) The author of this non fiction book describes feelings as those that are comfortable and those that are uncomfortable. The author

encourages children to deal with their feelings by honestly facing situations and determining a plan to overcome uncomfortable feelings. (C)

Carle, E. (1984). *The Very Busy Spider*. New York: Scholastic. (Self-discipline/Perseverance) Farm animals cannot distract the very busy spider from spinning her web. (P)

Grimm, J. (1980). Translated by Randall Jarrell. *The Fisherman and His Wife*. New York: Farrar, Straus & Giroux. (Self-discipline) The fisherman's wife loses a treasure through greed and lack of self-discipline. (P)

Hoffman, M. (1991). *Amazing Grace*. New York: Dial. (Self-Discipline/Respect/Compassion) Grace learns how to be true to a personal dream even though others present obstacles. She wants to be Peter Pan in the school play although her classmates say that a black girl cannot take the part. Her Nana helps her see her potential and follow her dream. (P)

Lowry, L. (1993). *The Giver.*, New York: Houghton Mifflin. (Self-discipline/Compassion/Giving) Jonas, a member of a futuristic community, must choose between loyalty to the community and personal integrity. At the Ceremony of Twelve, when he turns 12, Jonas is apprenticed to the receiver of memories and the truth he learns about his society challenges his personal beliefs. (C)

Paulsen, G. (1987). *Hatchet*. New York: Bradbury. (Perseverance/Self-discipline) His plane crashes on his way to meet his father in the Canadian wilderness. The pilot dies in the crash, and only through self-discipline, perseverance and courage does the 13-year-old boy survive. (C)

Sharmat, M. (1977). *I'm Terrific*. New York: Scholastic. (Self discipline/Responsibility) After a period of boastful pride, followed by a time of aggressiveness, Little Bear discovers what kind of bear he really wants to be. (P)

Giving

Brown, M. (1942-1972). *The Runaway Bunny*. New York: Harper and Row. (Giving) A mother rabbit and bunny exhibit the mutuality of giving when the little bunny realizes his mother will support his efforts at independence. (P)

Bunting, E. (1989). *The Wednesday Surprise*. New York: Clarion. (Giving/Compassion) A young girl teaches her grandmother to read as a birthday present for her father. (P)

DePaola, T. ed. (1983). *The Legend of the Bluebonnet; an Old Tale of Texas*. New York: Scholastic. (Giving/Respect) She-Who-is-Alone sacrifices her most previous possession to appease the Great Spirits and bring rain. (P)

Lionni, L. (1985). *It's Mine*. New York: Knopf. (Giving) It takes a storm to teach three selfish frogs the value of giving. (P)

Munsch, R. (1990). *Love You Forever*. Willowdale, Can: Firefly Books. (Giving/Respect/Compassion) A mother continues to sing a song about her love for her son throughout his life. He later returns the loving gift to her.

Uchida, Yoshiko. (1993). *The Bracelet*. New York: Philomel Books. (Giving/Compassion) When she loses the bracelet her best friend gave to her to take to the Japanese-American prison camp, Emi discovers that material possessions are not the only way to recall friends. (P)

White, D. B. (1952). *Charlotte's Web*. New York: Harper & Row. (Giving/ Compassion/Respect) In this classic tale, Charlotte A. Cavatic, spider, gives her friendship to Wilbur pig and saves him from the frying pan. Her devotion earns Wilbur's loyalty to Charlotte's offspring. (C)

Perseverance

Alexander, S. (1983). *Nadia the Willful*. New York. Dragonfly Books. (Perseverance) A girl defies her father's decree that her dead brother's name remain unspoken. Nadia, the heroine, is determined to remember her brother by talking about him. (C)

Benjamin, A. (1992). *Young Harriet Tubman: Freedom Fighter*. Troll Associates. (Perseverance/Giving/Respect/Self-discipline) This book begins with Harriet Tubman as a young slave and continues to her days of helping with the underground railroad. (P)

Cleary, B. (1983). *Dear Mr. Henshaw*. New York: Morrow. (Perseverance/ Honesty/ Responsibility) Using correspondence with a favorite author over five years, Leigh Botts comes to understand himself and his parents' divorce. (C)

Flournoy, V. (1985). *The Patchwork Quilt*. New York: Dial. (Perseverance/Giving) A young girl works for a year on a quilt, even when her grandmother becomes ill and her mother cannot find the time to help her. (P)

Mitchell, M. (1993). *Uncle Jed's Barbershop*. New York: Scholastic. (Perseverance/Self-discipline/Giving/Compassion) Uncle Jed works, dreams and saves to open his own barbershop. His dream is deferred when his nephew needs an operation and he loses his bank savings in the depression. (P)

Osofsley, A. (1992). *My Buddy*. New York: Henry Holt and Company. (Perseverance/ Self discipline/Compassion) A boy with muscular dystrophy relies on his "buddy," a golden retriever, to help him with daily living tasks. His perseverance when learning to work with buddy and self discovery that he can be a leader are central themes in this book about physical challenges. (P)

Rudner, B. (1987). *The Littlest Tall Fellow*. Louisville, Ky: Art-Print & Publishing Company. (Perseverance/Self discipline) A boy learns that through perseverance and self determination one can achieve, despite his age. (P)

Taylor, T. (1969). *The Cay*. Garden City, NY: Doubleday. (Perseverance) Phillip, a young white boy, and Timothy, a black West Indian man, are stranded on a cay after their ship is sunk by a German submarine. Phillip learns to appreciate Timothy as they must persevere under difficult circumstances. (C)

Williams, V. (1982). *A Chair for My Mother*. New York: Greenwillow. (Perseverance/Giving) Following a fire, a young girl helps save meager earnings for a nice, comfortable chair for her hard-working mother. (P)

Yashima, Taro. (1965). *Crow Boy*. New York: Scholastic. (Perseverance/Respect) A young boy is shunned by his classmates until after many years they learn to respect his perseverance and his talent. (P)

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Directed Reading/Singing Lesson
(for younger children) on

Love You Forever*

Values: **Giving, Respect**

Goals: Students will understand the concept of unconditional love. Students will gain an understanding of problems faced by some elderly people.

Objectives: Upon completion of this lesson, students will write a descriptive paragraph about love. Upon completion of this lesson, children will demonstrate their ability to recognize and use synonyms and/or contractions.

Motivator: Show cover of book. Ask: What is this child doing? Who would be most likely to love this child forever?

Vocabulary/ Introduction: These words can be introduced in the context of the song/poem in the book or prior to singing the song/poem.

Contractions	Synonyms
I'll	forever
I'm	always
you'll	

Purpose: Ask the children to listen to try to figure out who might be singing this song.

Singing: Sing the four line verse to the children. Put the words of the song on the chalkboard or overhead projector.

Questioning: Choose from the following questions (or make up your own). Who could be singing? How do you know? ("My baby" lets the reader know it is the mother singing.) What words in the song mean that her love will never stop? When people are full grown, can they still be someone's baby?

*Munsch, R. (1990). Love You Forever (Illustrated by Sheila McGraw), Willowdale, Canada: Firefly Books.

Re-singing/ Re/reading Read the whole book to the children and have students sing the song each time it occurs. (There are also many predictable phrases so the teacher may wish to have students fill in some sentences.)

Skills/ Strategies: Work on contractions and/or synonyms (as seen in the vocabulary introduction). 1) Ask students to take passages from this book or others and change contractions into two word derivatives. 2) Ask students to re-write a nursery rhyme or poem about children, mothers, love, or other related theme using synonyms.

Extension: 1) Ask children to write a paragraph about things mothers **give** to them that show how much they love them. 2) Make a list of things children can do to show **respect** for the elderly. 3) Create interest groups based on this list and have the children actually carry through with the ideas. (Ex. make placemats for nursing home residents' trays, write notes to nursing home residents, write letters to grandparents or older neighbors to let them know how valuable they are, etc.)

Directed Reading/Singing Lesson
(for older children) on

Love You Forever*

Values: **Respect, Compassion, Giving, Responsibility**

Goals: Students will understand the concept of unconditional love. Students will gain an understanding of problems faced by some elderly people.

Objectives: Upon completion of this lesson, the children will: Demonstrate their ability to determine main ideas and supporting details by creating a semantic web describing their views on problems many elderly people face; write a short theme based on their web; identify community efforts to help alleviate such problems.

Motivator: Show a picture of a mischievous child or show the cover of the book. Discuss various behaviors children have.

OR

Play "Kids" from Bye, Bye Birdie. Following the song ask: What changes do kids go through? Do mothers and fathers always like the changes? If they don't approve of their child's behavior, do you think they still can love their child?

*Munsch, R. (1990). Love You Forever (Illustrated by Sheila McGraw), Willowdale, Canada: Firefly Books.

Vocabulary/ Introduction

crawled)
) Pantomime these words
rocked back and forth)

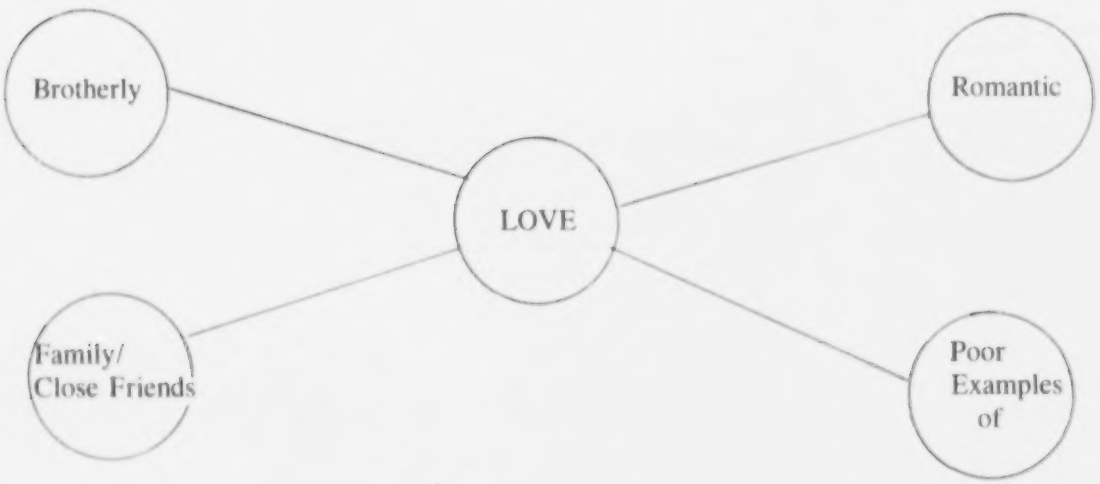
Purpose: Sing the four line verse to the children using the theme of Brahms' Lullaby. Have children practice the song then listen as you read this book to see who is lucky enough to have this little song sung to him/her.

Reading/ Singing: Read the book, Love You Forever.

Questioning: Choose from the following questions (or make up your own). How did the mother express her love? When her son was a teenager, what does the author mean when he writes, "Sometimes the mother felt like she was in a zoo!" How did the son show **respect** for his mother? When the father left his mother's house, what did he do? Do you think this will become a tradition for him? Are all traditions/rituals good? Does this author make you have more **compassion** for older people?

Re-reading/ Re-singing Let children re-read the part of the story about being a teenager, because there are especially funny and expressive statements. Re-read the end of the story from the part where the man goes to visit his sick mother. Ask some follow-up questions: What was the father's mood? Why do you think he decided to sing the song to his own daughter?

Skills/ Strategies: Make a web with the word "love" in the center. Discuss main ideas and supporting details.



Extension: Choose from the following ideas:

1. Hold a discussion to lead into a writing experience.
   Ex. This woman was lucky to have a son to call on when she needed help. Some people have no one close by to help them. So...how can our community help the elderly? What ways can each of us help? Why should we help? Do we have a **responsibility** to the elderly? Again, discuss main ideas and supporting details. Ask students to draft a short description based on one of the above topics. They can then revise it and share it with an adult. They can see if the adult has additional suggestions, then revise (again) and edit. Children may share paragraphs with classmates.

2. Students may design a project to **give** something to the community to honor or improve the life of the elderly.

3. Students may visit a nursing home.

4. Students may create lullabies using their own words.

5. The teacher and children can discuss Brahms' Lullaby, the tune used for the four line verse. Research Brahms' life story and locate and listen to other music he composed. Compare and contrast those musical compositions with the lullaby tune used in the book.

Love You Forever Verse

I'll love you forever.
I'll like you for always.
As long as I'm living
My baby you'll be.

Ridout, S. (1995)

a love values

Lesson Plan on *Mufaro's Beautiful Daughters*[1]

Character traits: **Respect, Kindness, Honesty**

Reading Skills/Strategies : comparing/contrasting

Objectives: Given the lesson on *Mufaro's Beautiful Daughters*, children will: 1) Generate and prioritize a list of admirable traits in people. 2) Compare and contrast two stories with *Mufaro's Beautiful Daughters* by completing a chart/venn diagram.

Goals: The students will determine their views of admirable personal traits.

Pre-Reading Ask students to generate a list of qualities they respect in other people. Generate another list of qualities they don't care for in other people. In small groups, ask students to rank order their lists and share with others.[2]

OR

Pin a piece of paper on each classmate's back. Ask students to circulate and write one positive character trait about each person in the class on his/her own paper. (At the end of the lesson the students may view their page.)

Reading Read *Mufaro's Beautiful Daughters*, asking students to note character traits of the two daughters, Manyara and Nyasha.

Post-Reading After reading the story, see which of the traits they had previously mentioned that each daughter in the story possessed. Create a chart comparing and contrasting Manyara and Nyasha.

Explain that *Mufaro's Beautiful Daughters* has a common theme that is similar to that of several fairy tales. As an example, and with the teacher leading the discussion, ask students to compare and contrast *Snow White* with *Mufaro's Beautiful Daughters*. Provide a chart.

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[1]Adapted from "Qualities of a Friend" as seen in Schrumpf, F., et al. *Life Lessons for Young Adolescents*.

[2]Steptoe, J. (1987). *Mufaro's Beautiful Daughters*. New York: Scholastic.

Compare	Contrast
Both fathers were unaware of wicked female	Stepmother was evil/sister was evil
Wicked person wanted to be "best"	Locations varied
Good wins over evil	*Snow White* from a "different time"
Both involved noble families	
Both had supernatural happenings	

Explain that most often *Mufaro's Beautiful Daughters* is considered to be an African version of *Cinderella*. Ask students (in groups) to compare and contrast *Cinderella* with *Mufaro's Beautiful Daughters* in the same way you just modeled the comparison/contrasting of *Snow White*.

Students can create an acronym for each character's name using character traits as they relate to each of the main characters.

Extension Students can write a description of their own personal heroes noting their important character traits.